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ABSTRACT

The goal of this curriculum is to assist educators to develop a classroom community in which all children, including those with significant disabilities, feel good about themselves and work together to support the active learning and valued membership of all class members. The specific goal of the lessons is to promote positive self-concept and effective interpersonal skills. The lessons are intended to help children in grades K-4 recognize their own strengths and the strengths of other children regardless of (and in many cases because of) their differences. The lessons teach children that everyone needs to feel accepted and included. The four lessons are: "Including Everyone: We All Need To Belong," "Liking Myself: Self-Esteem Is Important," "Making and Keeping Friends: Everybody Needs a Friend," and "Cooperating with Others: Together We Can Do It." Each of the lessons includes an introduction of the topic using children's literature, discussion questions, and activities. Appendices contain materials for use in implementing the learning activities. (JDD)

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Lessons for Inclusion

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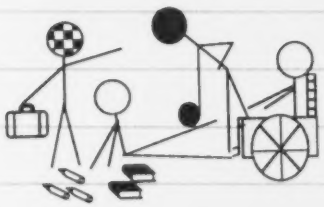

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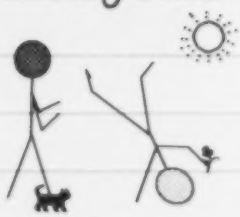

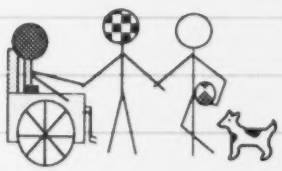

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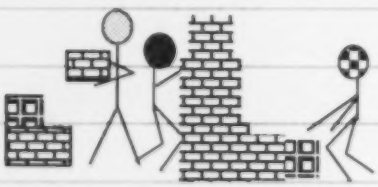

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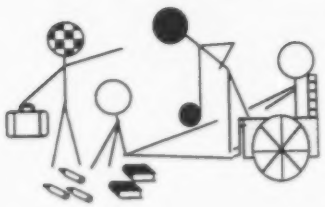

Including Everyone

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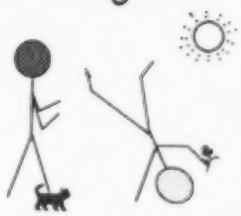

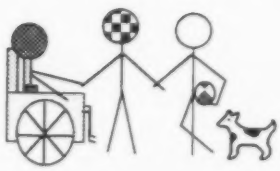

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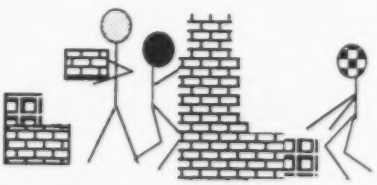

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We would be very interested in learning about your ideas for improvement, expansion, and enrichment.

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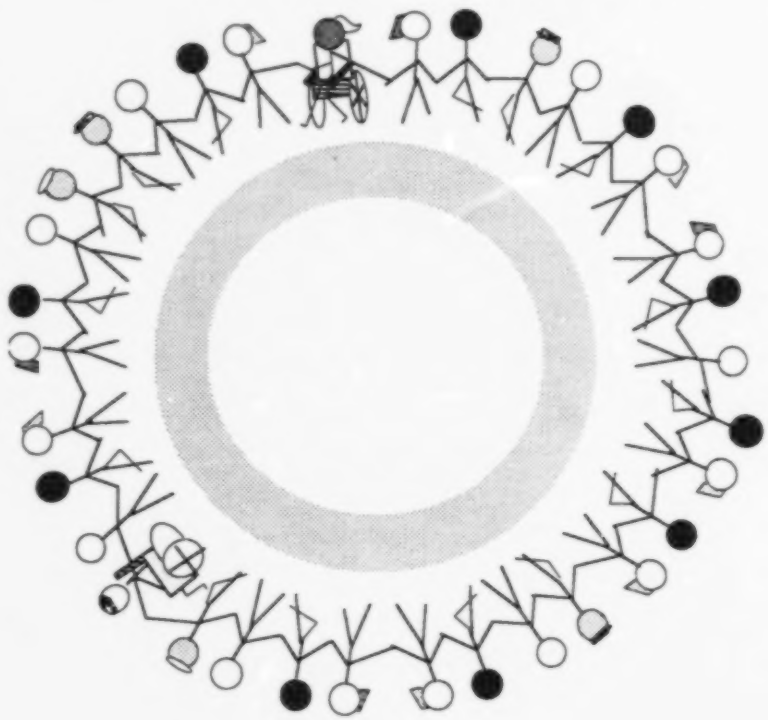


Learning Together: Lessons for Inclusion

The overall goal of *Lessons for Inclusion* is to assist educators to develop a classroom community in which all children feel good about themselves and work together to support the active learning and valued membership of all class members. Children with identified disabilities, especially those with the most significant disabilities, have often been excluded from membership in general education classes with other children their age. These lesson plans grew out of a vision of all children learning together as exemplified in the following statements:

SOMEDAY...

All children will have the opportunity to share in educational experiences where they will learn that each human being has value and dignity.

SOMEDAY...

A child's name will be a more important label than his or her disability.

SOMEDAY...

Opportunities for developing friendships with same age peers will be available to all students, regardless of ability level.

SOMEDAY...

All students will be valued as contributing members of the school community.

The specific goal of these lessons is to promote positive self-concept and effective interpersonal skills. All children in the classroom will benefit from an increased sense of self-esteem and the ability to work together more effectively with their classmates. Our communities, schools, and classrooms are becoming increasingly diverse. These lessons are built upon the assumption that caring classroom communities strive to understand, appreciate, and celebrate differences, not simply seek out commonalities. These lessons are intended to help children recognize their own strengths and the strengths of other children regardless of (and in many cases because of) their differences. The lessons teach children that everyone needs to feel accepted and included. Some children are naturals when it comes to interacting with other children, but most benefit from a few pointers. The skills focused on in these lessons are beneficial when interacting with anyone. Lessons are provided in the following four areas:

INCLUDING EVERYONE: We All Need to Belong

LIKING MYSELF: Self-Esteem Is Important

MAKING & KEEPING FRIENDS: Everybody Needs a Friend

COOPERATING WITH OTHERS: Together We Can Do It

TIPS FOR USING *LESSONS FOR INCLUSION*

Format

A traditional lesson plan format is used including objectives, an introduction, and activities. Each of the lessons includes an introduction of the topic using children's literature, discussion questions, and activities. The books and activities are appropriate for children in grades K-4. The books associated with each lesson are listed below.

Books Associated with Each Lesson

Lesson	Books
1: Including Everyone	*Chester's Way* by Kevin Henkes *Jamaica Tag - Along* by Juanita Havill *Feeling Left Out* by Kate Petty and Charlotte Firmin
2: Self Esteem	*I Like Me* by Nancy Carlson *Amazing Grace* by Mary Hoffman
3: Making and Keeping Friends	*Friends* by Helme Heine *Arnie and the New Kid* by Nancy Carlson
4: Cooperation	*Swimmy* by Leo Lionni *Elephant and Crocodile* by Max Velthuijs

Definitions

The definitions provided at the beginning of each lesson are meant as a support for both the teachers and students. We suggest using these words (i.e., including, self-esteem, friends, and cooperation) frequently and creatively so that they become a part of the classroom culture. For example, you might: (a) hang the definitions on the wall around the classroom (see Appendix), (b) use them as spelling words, (c) use them as the topic starter for a journal entry, and/or (d) refer to the concepts throughout the year. If they are used as a topic starter for a journal entry, have younger students and those who are unable to write, find pictures in magazines that depict the word and place them on the journal page as a way to expand upon their knowledge of the concept.

Objectives

Objectives for each lesson are stated at the beginning and again prior to those activities intended to address each objective. We think it is important to explicitly share these objectives with the students so they know what it is you hope for all of you to learn together. We believe this to be an effective teaching practice and one that communicates to students the valued role they play in working to insure that these objectives are met for each person in the classroom.

Background

The background information section is intended to share the authors' thoughts concerning the importance of these lessons for creating a caring classroom community. We believe that inclusion is an important issue for all people and not an issue specific only to the abilities and disabilities that people have. Although the focus of *Lessons for Inclusion* is to provide lessons and supports for teachers working with children of all *ability* levels, we also strive to be responsive to other aspects of diversity and differences (e.g., gender, family structure, ethnicity and culture issues). Undoubtably there are still cultural biases in this material, as the authors all developed and looked at the material through our own "lens." However, we are continuously examining our own attitudes, practices, and the resources used in our teaching. We are challenged to expand upon and grow in our use of practices that are inclusive and culturally responsive to all people. It is important that we become increasingly aware of how biases, assumptions, oppression, and privilege impact our lives . . . and make changes based upon our new learning to become more inclusive. With that in mind, please adapt the materials to your students' situations and "own stories" (i.e., cultural perspectives, experiences familiar to them, things about their communities). You know what works best for you and your students. In an effort to expand attention to these lessons beyond school, you may want to use the introductory information provided at the beginning of each lesson to develop and send home a class bulletin announcing these topics so that families might take the opportunity to reinforce and enhance these lessons at home. If your classroom has a newsletter, these issues and your attention to them in class could be front page news!

Symbols

Several symbols are used throughout the lessons to make it easier to locate sections. The pointing finger ☞ indicates an introduction to the story. The book 🕮 suggests where a story could be shared. The poster symbol 🖼 indicates questions that might be asked with the poster as a focal point. The pencil ✎ precedes a listing of materials needed for the activity. The diamond ❖ shape identifies suggested adaptations that could be used to enhance the active participation and learning of students with varying needs.

Adaptations

The adaptation for participation section suggests alternative strategies and supports that could be used to enhance the active participation and learning of students with varying needs. **It will be important to read this section and consider the varied needs of students in your classroom prior to conducting the lessons so that adequate time is allowed to prepare any necessary adaptations**. If you have a student who reads in braille, the print material in the Appendices would need to be put in braille; contact a teacher or consultant with the vision impaired in your school district or with your State Department of Education. We have tried to make the lessons fairly active or suggest alternatives that would enhance the participation and enjoyment of all students engaged in the activities. However, there are times when sitting and listening are required (e.g., reading the stories associated with each lesson). During those times, the following ideas may be appropriate for some children who are not able to hear, see, or understand the story in a typical way. Perhaps allow for some creative "doodling" (with small pieces of onyx, magnets, bracelet of beads) during that time. Some children have enough hearing to detect loud sounds and low tones. Sitting with the

group and wearing a headset with music might ease the boredom for these children until it's time to break for an activity. Music appropriate to the topic could be identified such as "Teaching Peace" by Red Grammer or "Peace It Together" by Mary Miché. We would also suggest having all of the stories put on audiotapes. Some students may be better able to attend if they were able to listen to the story on headset as it was being read. Having the stories on tape also allows children to listen to the stories independently or with a partner many additional times, beyond just hearing it once from the teacher. Use of tapes provides a nice opportunity for utilizing switch adaptations with the tape player as well.

Notes

The notes for improvement, expansion, and enrichment section provides space to jot down your ideas as you engage in the lessons so that the lessons will improve each time you use them.

Final Thought

The long term goal of these lessons is the application of the awareness, attitudes, and skills the lessons are intended to impart beyond the walls of the classroom. It is our hope that the attitudes and skills focused on in the lessons will eventually become a "way of life." We believe that having specific lessons to draw attention to and focus upon new skills is an important first step leading to such skills becoming a part of our lives. Important second and third steps involve seeking opportunities to keep the skills alive and growing in *and* out of the classroom. Our lives are filled with daily opportunities and examples of *Lessons for Inclusion*. Create a classroom community expectation that encourages each class member to seize those opportunities and make the most of them!

LESSON 1: INCLUDING EVERYONE: We All Need to Belong!

Definition Including - What we do, say, and think to make people feel part of the group

Objectives

I. Each child will identify feelings, actions, and experiences when included.
II. Each child will identify feelings, actions, and experiences when excluded.
III. Each child will invite another child to do something together.

Background

All of us need to feel acceptance within the groups to which we belong. Children with disabilities are no exception. This lesson is intended to teach children to recognize the importance of belonging and of accepting others in the group regardless of their abilities, personality, or appearance. This recognition of peers' need for belonging is reflected in the following statements:

> Shenaya loves to play computer games with us and she lets me use her switch.
> Janet can play jumprope with us if we tie the jumprope to her chair.
> Vue and I like to look at each others baseball cards - we both have good collections!

How to Teach the Lessons

Objective I: Each child will identify feelings, actions, and experiences when included.

Objective II: Each child will identify feelings, actions, and experiences when excluded.

A. Introduction

☞ • Setting the Stage: Write the words "include" and "exclude" on the board/ poster paper. "Turn to a person next to you and talk about what the word exclude means to you. (Give about 30 seconds) Now 'buzz' about what the word include means." Ask kids to briefly share ideas generated. Record ideas on the board.

Note to the Teacher: At this point in the lesson, it is not important to spend time getting "concise" definitions for these words, but rather just a basic idea of what these words mean. Basically, include=being a part of and exclude=removed from, separate.

☚ • Read aloud to your class the book, *Jamaica Tag-Along* by Juanita Havil.

B. Discussion Questions

• How did Jamaica feel about being excluded from the basketball game?

- In the story, Jamaica changed the way she was acting toward Berto. She started to include him. Why did Jamaica start to include Berto? What things did she do or say to include Berto?
- Have you ever had experiences where you started out excluding someone, then made a change in your actions to include them?

C. Activity: "Include/Exclude Story Snippets" (Grades K-2)
(Alternative for Grades 2-4 follows)

Materials: Include/exclude "blobs" (see Appendix)
Story snippets (see Appendix)

1. Tell the class, "Today we're going to learn more about what it looks like and feels like to be excluded or included, in order to help us learn how to better include people ." Explain that you will read story snippets. (A "snippet" is a "bit or scrap of a bigger piece".....you will be reading tiny pieces of a bigger story.) They will decide whether they think it is a story about feeling included or excluded. Before reading the stories, hand-out the "blob" cards that have symbols representing include/welcome and exclude/left out. Each child should get one of each card.

2. See Appendix "Short Story Snippets." After reading each "snippet" ask the children to decide whether they felt the snippet was about including or excluding. Their choice can be communicated by holding up one of the "blobs." Ask why they chose either include or exclude. Some children may hear elements of both include and exclude within a snippet. Encourage children to explain their interpretation of the story.

3. Explain that students will now get to "act out" skits of being included. Make a big deal about the important part everyone has in role plays. Tell the class, "In this skit we will have actresses, actors, and audience members. Help students define ways to be when in those roles. Ask them, what's the job of the audience? (Elicit responses such as listening, no talking, "feeling" for the tough job the actresses & actors have, clapping at the end, etc.) What's the job of the actresses and actors?"

4. Tell the class, "Let's act out something you might do together with classmates that would include one another." Either read the following list, show picture examples, or have the children brainstorm ideas.

- Playing a card game with one classmate. Another child comes up to you while you are playing.
- Someone calls you on the phone because you were out sick.
- Someone calls you because your dog died.
- Talking about a fieldtrip to the zoo——another child comes up while you are talking.
- Coming late to a group. Other children are sitting on the floor.
- Playing ball outside at recess.
- Making cookies with a friend.

Ask for volunteers to come up and role play, being actors and actresses. If role playing is newer for the children, have an adult role play out a few examples (with kids), before progressing to the child-child role plays. Reinforce and comment upon ways that kids are playing different roles ("Wow--did you see the way Shawna was leaning forward in the audience? That shows you're interested"). After each role play, have the children describe things/behaviors that were including/welcoming. Record on the board.

5. After a couple whole group role plays, split into smaller groups. Instruct the children to make up a role play of a game or activity in which everyone in the small group is included. Instruct the children to practice their role play for a few minutes, making sure that everyone has a part and is included. Then, come back to the whole class to "perform" it.

❖ Adaptation for Participation:

Instead of holding up the paper "blobs" as is, a popsicle stick could be attached to a paper or cardboard "blob" for easier grasping. Elasti-tac could also be used to raise the paper blobs with the touch of a finger or hand. Encourage a child with disabilities to volunteer for the role play (e.g., raise his/her hand or play a taped message via a switch "I'd like a turn").

A more active way to get students involved in making a choice when reading the story snippets is a whole body vote. Students move to one side of the room (e.g., near the door) if they feel that snippet represented include. Students move to the window side if they feel it was excluding. Tell the class to be prepared to support their choice.

D. Closure

Build a classroom discussion around the following questions:

- Review the list of including behaviors and strategies on the board. Ask the children to add any additional ideas now that they watched the role plays.
- Did you notice certain "body talk"communicated by people being included? What about facial expressions? I wonder how people might have looked if they were excluded?
- Think of how it felt to be included in the role play, or imagine how you feel when you are really included. Pick one word that describes that feeling and quickly take turns so that everyone has a chance to share their word.

Objective I: Each child will identify feelings, actions, and experiences when included.

Objective II: Each child will identify feelings, actions, and experiences when excluded.

E. Activity: "Include/Exclude Role Play" (Grades 2-4)
(Alternative to previous Grades K-2 activity)

Materials: Excluding and including scenario role cards (see Appendix or make up your own)
Chalkboard/flipchart
Masking tape

1. Introduction would remain the same as the previous activity (see page 5).

2. Explain what will happen to the whole class: "We're going to create role plays of things you do with your friends or in small groups at school, on the playground, or in the neighborhood. Four of you will be the 'cast'. After watching the skit, we'll discuss and record your observations on this paper."

Note to the Teacher: You may choose to have a student be a recorder to get someone in a more active and valued role.

3. Ask students for an idea of some fun activity they do with friends or in a small group in school. You may want to narrow the topics further by asking for something they do during indoor recess, before school starts, during a science lesson, or during free time.

4. Ask for four volunteers, giving each of them a role card from the Exclude Scenario Role Card sheet (see Appendix), as well as masking tape to make their own name tags. Tell the volunteers, "The audience only knows the setting of the role play; they don't know who plays what role, or even that it's an exclude scenario." Give the four a few minutes to talk in the hallway about what to do as a group. Ask them to figure out how their play is going to work, given the roles they are assigned.

Note to the Teacher: Ensure that the Nathan/Narissa card is given to a child who will be ok with being excluded in a role play. There are certain children who have already experienced a lot of exclusion in their lives, and this role play may feel "too real" to them.

5. Ask the rest of the class what they do as an audience (listen and watch, appreciate the tough job that actors/actresses have). Remind them to be observing what the people are doing/saying, as well as imagine what the role players might be feeling. Refer them to their earlier buzzing about the meaning of the words "exclude"and "include," challenging them to discover more specific ways that include or exclude can feel, sound, and look.

6. During the role play, let the players figure it out and be creative. If they have a "major breakdown" or start to fizzle out, jump in with a "cut," just like in the movies!

7. When the role play is done, discuss as a group, recording ideas on the board.
   - Could you tell who was being excluded or included? If yes, how?
   - How do you think it felt to be the excluded person? The people doing the excluding?
   - What did their body language communicate? Try to get the students to give specific examples like "Bao leaned away from Nathan, but leaned forward whenever Rochelle or Jason said things."
   - What kinds of information was communicated on their faces?
   - Does this ever happen "in real life"? If yes, why ?

8. Next, ask the same students to do another role play giving them different role play cards (Include Scenario Role Play Cards). They can do the same "setting" or create a different one.

9. Discuss this second role play, asking both the audience and actresses/actors to participate in the discussion:
   - How did people communicate and act toward one another in this role play?
   - Think of the person who was being excluded in the first skit, and compare how they appeared to act/think/feel in the second skit.
   - Think of the people who were being the "excluders" in the first skit. What similarities and differences did you notice between them?
   - What do you imagine it felt like to Nathan/Narissa in this skit? In addition to the "audience" input, ask the role players to share their perspectives of what this felt like, in comparison to the exclude role play.

F. Closure

Move into a discussion on how the students and adults want their classroom community to be.

- Do we want this to be a classroom where people are included or excluded?
- Do we want people to be included all of the time?
- Is it OK to sometimes exclude someone? (There are probably exceptions to including everyone all of the time. For example, sometimes you only want to play with your friend Chong and not a whole bunch of other kids ; sometimes you want to be alone; sometimes it's not taking care of your own needs by including a variety of people. However, communicating these "exceptions" or needs to others is important. Strive to be honest and caring, versus simply ignoring someone.

Use these lists and role plays as jumping off points for continued development of shared classroom community expectations. If a class decides that having the classroom be a place where everyone feels included is important, then the "Being Included" list gives some tangible descriptions of what this might look like. The question for the group then becomes "If this is where we'd like to head, how do we get there?"

Objective I: Each child will identify feelings, actions, and experiences when included.

A. Introduction

- Setting the Stage: Tell the class, "This is a book about mice named Chester, Wilson, and Lilly. As you listen to the story, listen for two things: Try to figure out how Lilly became Chester and Wilson's friend and three ways that Chester and Wilson included Lilly."

- Read aloud to your class the book, *Chester's Way* by Kevin Henkes.

B. Discussion Questions:

Write the children's answers on the board under the heading: Including Everyone

- How did Lilly become Chester and Wilson's friend?
- How did Chester and Wilson include Lilly?
- What do you think will happen when Victor moves into the neighborhood?
- Think about a time when you really felt part of a group. How did you feel?
- What did other people do to make you feel part of a group?

C. Poster Discussion Question

Look at the "Learning Together" Poster

- Can you see anyone in the poster that feels part of a group? How can you tell? (He's outside together with friends and helping hold a cheering sign with them. She's wearing sunglasses just like the other girls. She's sitting together with her friends and smiling.)

D. Activity: "Belonging in the Bunch"

Materials: Balloon for each child or use the balloon pattern in the Appendix
3" x 5" index cards for each child with a single paper punch
36" string for each child
One wide permanent marker
Hallway wall or bulletin board entitled: Belonging in the Bunch

1. Instruct the class to write an incident or draw a picture of a time when they were included on a 3" x 5" card. First, give examples such as being invited to a birthday party, picked for a team, chosen as a computer partner.

2. Have the children take turns sharing their experience with the class. Encourage them to tell how they felt when they were included.

3. After students have shared their experience, have them blow up their own balloon and tie their string with the card to the balloon.

4. Tell students to write their name on their balloon with the marker before adding their balloon to the bunch. Instruct them to tape their balloon (by the knot) to the classroom bunch on the wall or bulletin board.

❖ Adaptation for Participation:

Invite a classmate to think of a time when his or her peer with disabilities was included and write or draw it on a card for him or her. Use a foot pump adapted with a switch to allow a child with physical disabilities to blow up some balloons or suggest that s/he picks a friend to help him/her blow up the balloon. A child without speech could direct a classmate about how big to blow the balloon by using gestures or symbols for "more" and "all done." Use different colors and shapes of balloons and different types of string (e.g., reflective streamers, yarn, light jute) so that opportunities for making choices are incorporated into the activity. Students could also decorate balloons with stickers (reflective/raised), puff paint, etc.

E. Closure

Build a classroom discussion around the following questions:

- What did you learn about yourself?
- What did you learn about the other students?
- What do you think are the most important things we learned from this activity?

Objective II: Each child will identify feelings, actions, and experiences when excluded.

A. Introduction

☞ • Setting the stage: Tell the class, "This is a book about a boy named Chris. Chris feels badly because he didn't have anyone to play with at school. As you listen to the story, listen for three things: Try to figure out why he didn't have anyone to play with at school, how he felt when he was left out, and see if you can remember the advice that Chris' dad gave him."

- Read aloud to your class the book, *Feeling Left Out*, by Kate Petty and Charlotte Firmin.

B. Discussion Questions:

Write the children's answers on the board under the heading: Feeling Left Out

- Why didn't Chris have anyone to play with at school?
- How did he feel when he was left out?
- What did Chris' Dad say to make him feel better?
- What did Chris do to become accepted?

C. Activity: "Feeling Left Out: I've Got a Secret"

Materials: "I've Got a Secret" instruction cards (see Appendix)
Pencil or pen for each child

1. Each student should receive one instruction card. The majority of cards will have written instructions to meet at some spot in the classroom and whisper about a certain topic. On three of the cards there will be instructions to remain seated and refrain from any talking.

2. Make sure that the three students who get the instructions to remain seated and refrain from talking are children who will do OK with briefly being excluded in a staged activity. Instruct the students to read their cards without sharing the message. After they've read their cards, direct them to follow the instructions on their own card.

3. Give them five minutes to go to their designated spot in the room and whisper about the secret.

4. After five minutes, ask students to return to their seats to discuss the activity as a class.

Adaptation for Participation:

Use a buddy system for the child with disabilities. Pair her or him up with another student in the group. They can share a single card. The student without disabilities can show the student with disabilities what to do.

D. Closure

Build a classroom discussion around the following questions:

- Direct the first question to those students who remained at their desks. Tell the class how you felt at your desk?
- If you were some of the students with the secret, how did you feel when you observed someone was left out?
- Are there times when children are left out of activities in our school day or in your neighborhood?
- What can you do when you see someone who is left out?

Objective III: Each child will invite another child in the class to do an activity together.

A. Introduction

Ask the class: "What are some ways that you include your classmates so that they feel part of the group? What activities can you invite your classmates to do with you in school? (e.g., Sit with me at lunch. Play with me at recess. Go to computer lab with me. Study together for a spelling test. Make a card together for a classmate's birthday. Wash the chalkboard together.) Remind students that the class is focusing on inclusion and that for this activity it would not be okay for a student to decline a classmate's invitation to engage in an activity together. Tell students, "Now you will have an opportunity to invite one of your classmates to do an activity with you by using a written invitation." Show a sample invitation.

Note to the Teacher: Occasionally there may be invitations/ activities that are culturally offensive to a particular student. For example, a child who is a Jehovah's witness would experience great internal conflict in having to even pretend to celebrate many holidays, birthdays. As a teacher, be aware of this occassional exception and facilitate effective matches when needed.

B. Activity: "Invitations"

Materials: Invitations (see Appendix)
Crayons or markers
The name of each student on an individual slip of paper
Hat or basket

1. Put the names of each student on a slip of paper and drop them in a hat or basket. Allow each student to draw a name from the hat. The name they draw is the child whom they will invite.

2. *Instruct the class to select an activity in which to invite their classmate.* For assurance of follow through, you may want to restrict the activities to things that can be done at school and provide time during that same day or week to follow through on the invitation. When the students have engaged in the activity together, they should be instructed to place the invitation in a box on the teacher's desk so that the teacher can monitor and encourage participation in the activity.

3. Pass out the invitations. Tell the class to draw a picture of the activity on the front of the invitation and write a brief message on the inside and sign their name. Non-readers and younger kids may draw pictures on both the cover and on the inside, and sign their name.

4. Instruct the class to find their selected classmate (row by row or table by table), give the invitation, and invite that person to join them in their selected activity. Children with verbal communication will be expected to verbally invite as well. Nonverbal communicators may communicate their invitation with a tape recorded message, with a classmate's support, or simply by handing the invitation.

❖ Adaptation for Participation:

Pair students with a partner and have them pick one name and then work together to make and deliver the invitation. The child with disabilities could use elasti-tac to help in picking a name out of the hat, he/she could pick the colors to use in drawing the picture, and use a name stamp to sign his/her name. Illustrations could be made of choices of many different shapes, textures, colored glue (makes nice raised dot art), scratch and sniff or raised stickers, and fake gems. The paper could be placed on a window screen and then "written" on with a number of semi-sharp points (pens, pizza cutters, knitting needles). Some students could be helped to fold colored paper and then use a hole punch to create interesting tactile and visual designs (also great for strengthening the muscles in the hand).

To facilitate cross-age interactions with other students in the school community, this invitation activity could be expanded to invite children in other classes to join in an activity. As an example, fourth graders could draw names of children from second grade. They would then develop an invitation and invite the younger children to participate in some in-school activity. Younger children could draw invitations for older children too. Younger children could have a photograph of a fourth grade student (along with his/her name) so that the students have a "face/person" in mind. This would also be a great perspective taking lesson of stepping into somone else's shoes (i.e., What is something that you think second grader Tasha would like to do in your fourth grade classroom?).

C. Closure

Build a classroom discussion around the following questions:

- How did it feel to invite another child to join you?
- How did it feel to receive an invitation?
- Did you do your activity with someone you knew well?
- What is the benefit of spending time with others you don't know well?

Notes for Improvement, Expansion, Enrichment:

LESSON 2: LIKING MYSELF: Self-Esteem Is Important.

Definition Self-Esteem - Feeling good about yourself

Objectives

I. Each child will use affirmations to reinforce positive beliefs about himself or herself.

II. Each child's strengths will be identified.

Background

The abilities and strengths of children with disabilities are often underestimated or simply overlooked because the focus of the educational program is on remediating disabilities versus strengthening abilities. This lesson is intended to teach children to focus on their strengths and the strengths of others rather than limitations. The intention is not to deny or ignore differences or "limitations." We are all good at some things and have others that are harder for us. However, in order to be a growing, learning person, the focus needs to be on our strengths. Teaching children to focus on their own and others' strengths promotes a positive attitude toward self and others. This positive attitude is reflected in the following statements:

> Juan is friendly because he smiles when people talk to him.
> Tami has her own great ideas and thoughts, even if she can't talk.
> Sheila is great. She likes to play T-ball and we help her run the bases.

Objective I: Each child will use affirmations to reinforce positive beliefs about himself or herself.

BOOK SELECTION FOR GRADES K-2
(Alternative book for Grades 2-4 follows)

A. Introduction

- Setting the Stage: Tell the class, "This is a book about an animal who talks about her best friend and the things she likes about her. As you listen to the story, listen for two things: Try to figure out who her best friend is and remember three things she likes about her friend."
- Read aloud to your class the book, *I Like Me* by Nancy Carlson.

B. Discussion Questions

- Who was the animal's best friend?
  Write the children's answers on the board under the heading: I LIKE ME!
- What were some things she liked about herself?
  See Poster Discussion Questions on page 18.

BOOK SELECTION FOR GRADES 2-4

A. Introduction

- Setting the Stage: Tell the class, "This story is about a girl who learns to overcome her classmates' doubts about her abilities. As you listen to the story try to find out how she succeeds.
- Read aloud to your class the book, *Amazing Grace* by Mary Hoffman.

B. Discussion Questions

- Why did Grace's classmates doubt her ability to be Peter Pan in the school play? (e.g., She was different from the original character Peter Pan. She was a girl. She was black.)
- How did Grace overcome the doubts about her? (e.g. Her mother and grandmother encouraged her to believe in herself and work hard. She was inspired by a ballarina whom her grandmother knew. She believed in her ability to be a great Peter Pan.)

C. Poster Discussion Questions

Look at the "Learning Together" poster as a class.

- Can you see anyone who might feel good about himself or herself?
- What makes you think that? What do they look like? What are they doing? (e.g., The children in the upper right hand picture are looking at each other and giving high 5's. The girls in sunglasses look like they feel cool.)
- Think about a time when you really felt good about yourself or something you did (e.g., I felt good when I told my grandma that I loved her. I felt good when my team won a game. I felt good when all my friends went to the zoo together). Ask a few children to share their experiences. Build the classroom discussion around the students' own experiences and their observations about the poster.

D. Activity: "I'm Terrific"

Materials: List of positive characteristics: "AFFIRMATIONS" (see Appendix)
Smooth stone for each child or paper stars (see Appendix)
Fine line marker for each child
"Five Terrific Things About Me!" handout (see Appendix)

1. Write the word "Affirmation" on the board. Ask the children if anyone knows what an affirmation is. What does that word mean? Share with them that an affirmation is a positive feeling or statement that you tell yourself or someone else. It might be a thing someone is able to do, or it may be something wonderful about how they are toward themselves or others.

2. Give children a list of positive characteristics and ask them to buzz for a few minutes with a partner about a positive statement that is true of each child.

AFFIRMATIONS (Listed in Appendix as a class hand-out)

I am good at helping my sister.
I am good at sitting quietly when I go fishing.
I do a good job of putting together puzzles.
I can play a musical instrument.
I am a good friend.
I encourage my classmates to do their best
I get along well with other kids.
I like to try new foods.
I have a friendly smile
I am kind to others.
I am a good listener.
I am good at keeping secrets.

3. Tell the class, "Pick one of these positive beliefs that best describes yourself or invent your own if none of these affirmations describe you very well."

4. Have them write or paste that belief on a star or smooth stone and/or have them draw a picture or find a picture in a magazine that depicts one of her/his positive traits (teacher's or child's choice).

5. Have each child share the affirmation with the class that he/she chose. Then encourage the children to wear their affirmation or post it on their desk.

6. Have the children select another affirmation for each day in the coming week. At the end of the week, have them copy down each affirmation on the sheet entitled, "Five Terrific Things about Me" and/or create a collage of the pictures and entitle it "Five Terrific Things About Me," as a summary for her/himself as well as to share with his/her family.

❖ <u>Adaptation for Participation:</u>

Be prepared to assist children who need support to respond to the question about the time or event that made them feel really good about themselves. This might involve writing a note home to the child's family and asking them to share something, either in writing or by recording it on a tape player. The child can be assisted to activate the tape player or give the note to a teacher or classmate to read when it is time to respond to the question.

A peer may help a classmate select the affirmations and write them down, draw them, or find them in a magazine if needed. If one of the affirmations on the hand-out is appropriate, it could be cut from the list and glued onto the star or smooth stone for the child. Puff paint could be used to write the affirmation, making it more interesting for a child with visual impairments. Magnets with felt and decorations could be made to hold the affirmations on a child's desk at school, a file cabinet at school, or the refrigerator door at home. Caution - when a student needs assistance in

reading or writing, ask another student to be either a "reader" or a "recorder." Using these terms makes the type of assistance to be provided more explicit and may discourage others from doing too much for her/his classmate. For a student who is deaf-blind, a peer may need to be a "speaker" or an "interpreter."

D. Closure (to follow completion of the "Five Terrific Things About Me" handout)

Build a classroom discussion around the following questions:

- What did you learn about yourself? How does it feel to recognize your own strengths?
- What did you learn about your classmates?
- How will the things you learned today change what you think or do?

Objective II: Each child's strengths are identified by peers.

A. Introduction

Tell the class, "Sometimes our friends can see us better than we can see ourselves." In this activity, your classmates will help build a certificate of the things you do very well. When the activity is completed, you will each have a "Certificate of Strengths" of the things you do well.

B. Activity: "Certificate of Strengths"

Materials: Blank "Certificate of Strengths" (see Appendix)
4-5 label stickers, colored paper dots (see Appendix) or colorful scrap paper that can be torn into different shapes and used to make a collage of strengths
Pen or pencil for each child
Glue for each child

1. Group children in clusters of four or five.
2. Give each child a certificate that says "Certificate of Strengths."
3. Give each child a color paper dot or an alternative for each child in her/his group.
4. Have the group select one child to be first. Invite each child (including the selected child) to write something on a dot that the child is good at doing or something they like about the child.
5. One by one, each child puts a dot (or alternative material) with a word or statement about the child on the child's certificate, reading it aloud as the dot is placed on the certificate. In the small groups each child takes a turn until all children have had their strengths identified.

6. Collect all the certificates.

7. In the next few days, have each child pick a certificate to read aloud to the class. Without saying the name of the student, have the whole class guess whose certificate was read. The teacher should identify and add a positive characteristic for each child as his/her strengths are shared.

❖

Adaptation for Participation:

Identify a peer partner to assist in generating strengths, recording strengths on a dot, and placing dots on certificates. Remind the peer partner to give only as much assistance as is necessary. A child without speech could "read" a mystery certificate with a switch and tape recorded certificate of strengths. Adaptations for children who are deaf-blind, multihandicapped blind, or those not interested in paper/pencil products could include making a collage as the certificate using different textures/materials (e.g., clay, styrofoam, velvet, cotton balls, bark, etc.) that allows the student to choose what material and where it will be placed. Save some space in the middle (or anywhere) for a peer to write down strengths. Obviously this is a shared "writing" activity. Also the border of the certificate could be done with a Dynamo labeller that the student uses to make tactile dots. Paper placed on a window screen can be "written" on with a number of semi-sharp points (pens, pizza cutter, knitting needles) to make a raised design of the student's choosing or to record the strengths and place them on the collage.

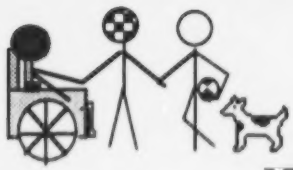
Advanced Preparation Required: Take a picture of each student using slide film (i.e., Ektachrome). To assist the teacher in assigning children to small groups, the child with disabilities could activate a slide projector using a slide projector control and switch. The teacher would say "Group #1 is. . . ", then four or five slides of individual students could be shown until everyone is assigned a group. These slides could then be used in numerous future activities (e.g., show the slide of the mystery student after the "Certificate of Strengths" for that person has been read).

C. Closure

Build a classroom discussion around the following questions:

- How did it make you feel when each person in your group identified your strengths?
- What was the most surprising thing you learned about someone?
- Did you learn something new about yourself?
- Can you think of a way to remember each other's strengths throughout the school year?

Notes for Improvement, Expansion, Enrichment:



LESSON 3: MAKING AND KEEPING FRIENDS: Everybody Needs a Friend

Definition Making friends - Spending time together and helping each other

Objectives

I. Each child will identify what friends do for each other.
II. Each child will learn friendship building skills.

Background

We all need to have friends. Children with and without identified disabilities often lack the opportunities and skills to make and keep friends. This lesson is intended to teach children to recognize the importance of friends and identify ways to make and keep friends. The importance of friendship to everyone regardless of ability is reflected in the following statements:

> Suchetta wants to have friends even though she acts silly sometimes.
> Mark is a good friend even though he wears different clothes.
> Catherine has taught me that you don't need words to make friends.

Objective I: Each child will identify what friends do for each other.

A. Introduction

- Setting the Stage: Tell the class, "This is a book about three animals who are friends even though they are very different from one another. As you listen to the story try to remember three things that these friends did for each other."
- Read aloud to your class the book, *Friends* by Helme Heine.

Note to the Teacher: You may wish to call the pig in the story Percy instead of Fat Percy to discourage the use of this derogatory name in real life. You may also want to use this as an explicit teaching opportunity, having a discussion with the students beforehand. "Before we get into our lesson about friends, I want to let you know about a word used in this story. In the story one of the characters is a pig, and hroughout the book is called 'Fat Percy'. I am wondering what that word feels like/how it is used with people. Usually when someone is called fat, is that meant as a compliment or a put down? How might a person feel if they are called fat? (embarassed, angry, sad, left out). Are there other ideas on what to say to that person? (only use their name, ask them what nickname they like to be called)."

B. Discussion Questions:

- What are some things that these friends did for each other? (Stick together, help each other).
  For the next two questions, write the children's answers on the board under the heading:

Friends	
Do for/feel:	Feel/act without:

- What are some things that your friends do for you? How do they make you feel?
- How would you feel if you didn't have any good friends? How would you act if you didn't have any chances to give to others or receive from them? Think about some of the things you just listed.

C. Poster Discussion Questions

Look at the "Learning Together" Poster

- Can you see anyone in the poster that looks like they have a friend? Why do you think that? (e.g., The group of girls are spending time together. The three girls are all wearing sunglasses. The five boys are going to a game together, they have their sign ready.)
- How do you think they might feel?

D. Activity: "Yellow Pages for Friends"

Materials: Yellow Pages entry pages (see Appendix)
Yellow Pages cover (see Appendix)
Yellow construction paper
Markers or crayons
One real Yellow Pages phone book

Note to the Teacher: Having one actual Yellow Pages in the room for the students to touch and examine will help motivate the students, as well as "bring to life" a concept that may be abstract to some children. Some families with lower incomes do not have telephones. You may choose to enlarge the Yellow Pages dittos to facilitate independent writing.

1. Ask the class who knows what the Yellow Pages are and how they are used. After eliciting a discussion, have one or more actual phone books for the students to examine and explore. Summarize the Yellow Pages discussion and set the stage for the activity: "Yellow Pages list people and places we can call on for special help and expertise, because not one person can possibly know or do everything! Today we will make our own Yellow Pages for our classroom in order to share our own strengths, areas of expertise, and fun things about ourselves."

2. Instruct the students in the class to choose something that they would be willing to do for their classmates to place as an entry in the classroom's Yellow Pages. Be prepared with examples: teach how to make friendship bracelets, help with math, teach fancy dancing, draw pictures. (For ease of monitoring, you may want to restrict the services to things that can be done in your classroom.) Instruct students that they must be willing to provide this service for anyone in the class.

3. When they have decided on the service they would like to provide, encourage them to work on a title, description, and illustration for their service. When this is completed, have them write their service title, description, and illustration on the page provided in the Appendix.

4. When this is completed, it may be pasted on a sheet of yellow construction paper and bound together with yarn or a plastic binder. A cover page for the booklet is also provided in the Appendix.

5. Have each student share with the class the service he/she placed in the Yellow Pages by doing a verbal advertisement of her/his service. Find a special place in your classroom to keep your Yellow Pages and give students time to look through the booklet. Set aside time each week for your class to ask for and offer services to their classmates. For example, designate each Thursday as Yellow Pages Day and devote one hour to this opportunity to learn from one another. Offer the first three "classes" or services entered in the classroom Yellow Pages on the first Thursday. The three student instructors for the day would present their class topic or service and then children in the class could choose one of the three learning opportunities. After the hour is over, assemble the class again and encourage the children who participated in each group to give feedback to their student instructors. This feedback session would provide an opportunity for the instructors to receive positive comments and reinforcement, as well as promote their session to the other students, perhaps encouraging them to take a certain "class" when it is offered again.

❖ <u>Adaptation for Participation</u>:

Students with disabilities may be interested in providing the following services: Teach the braille alphabet, teach finger spelling or simple signs, show his/her slides of a trip (using a switch and adaptor), teach spin art and assist classmates to each make a picture (using a spin art machine, switch, and adaptor), demonstrate and coach operation of an electric wheelchair, read a favorite book (using a switch, tape recorder, and book on tape). For the illustration of the service, a peer partner might help the student find a picture in a magazine and then cut it out (electric scissors may help the child to more actively participate) and glue it on the entry page.

E. Closure

Build a classroom discussion around the following questions:

- What did you learn about your friends?
- How did this change the way you think about your friends?

Objective II: Each child will learn friendship building skills.

A. Introduction

- Setting the Stage: Tell the class, "This is a book about two boys, Phillip and Arnie. As you listen to the story try to figure out why Arnie teased Phillip and then why Arnie stopped teasing Phillip."
- Read aloud to your class the book, *Arnie and the New Kid* by Nancy Carlson.

B. Discussion Questions:

- Why did Arnie tease Phillip?
- How did Phillip feel when Arnie teased him?
- How did Arnie feel when he teased Phillip?
- Why did Phillip and Arnie become friends?
- What are some things that the two friends did for each other?

C. Activity: "Friendly Action Circle" (Grades K-2)
(Alternative for Grades 2-4 follows)

Materials: Friendly action cards (see Appendix)
Poster paper or chalkboard to record comments

1. Hand out the friendly action cards. In large group, introduce the friendly actions one at a time. Print the word up on the board, and then tape a friendly action card onto the board next to the word or use an overhead projector to display the word and friendly action card. Ask the children for ideas on what they think the word means, but then state a simple definition of the word. Point out what is happening in the friendly action card to help them associate the printed and spoken word with the picture. (Note: It may also help to have each of the action cards a different color.)

2. Tell the class, "Today we're going to practice acting out different friendly actions, and get other people to guess what action we are trying to do. First we'll play this game in large group, then move into small groups."

3. First act out the actions in large group. Ask for volunteers to act out different actions with you. You may want to first tell people what to act out for the group. However, once it appears that the children understand the distinction between the various actions, let the actress/actor decide what friendly action to do, and let the audience guess. They can guess by pointing to the picture on their friendly action card. (Some kids may enjoy moving a paper clip to the different items, instead of only pointing.)

4. Now you're ready to play the Friendly Action Guessing Game in small groups. Tell children to take turns being the actress/actor of an action. Children who aren't acting are supposed to be watching, and then trying to guess. Adults or older students assisting groups can ask children to tell what clues were given about the friendly action.

D. Activity: "Friendly Action Circle" (Grades 2-4)

Materials: Friendly action cards ditto (see Appendix)
Guessing card ditto (see Appendix)
Pen or pencil for each child

1. The object of the game is for each friendship circle to guess all six of the friendly actions as they are acted out by group members. Divide the class into groups of six.

2. Allow each child to select a card which states a friendly action for that child to act out for the group. Give each child a guessing card.

3. One by one the children will act out their friendly action listed on their cards.

4. The group members then try to name which friendly action the child acted out. Each child will record his/her guess on the answer sheet. It is important to emphasize that it is the student's best "guess" as to what friendly action he/she thinks a person is acting out, and it's OK if you need to change your guess. Otherwise children might get so focused or hung up on 'Did I get it right?' that they might miss the main point, to better understand the friendly actions and learn together. As soon as each child has acted out a friendly action, the group members should share their answers and discuss any differences.

Friendly Actions:
- Give a compliment. (e.g. "You made a really neat picture.")
- Offer help. (e.g. "Do you need some help to carry all those books?")
- Suggest an activity. (e.g. "Do you want to play a game with me?")
- Share something. (e.g. "Do you want to use my markers?")
- Apologize. (e.g. "I'm sorry I called you that name. It's not really true.")
- Thank someone. (e.g. "Thanks for saving my place in line.")

E. Closure

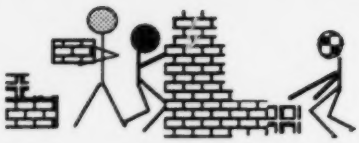
Back in the large group, build a discussion around these questions:
- Did anyone think that certain actions were easier? If yes, which ones? Harder? Why do you think so?

- Are there times when you might use an unfriendly action? What would an unfriendly action be? (Running away, shouting or yelling no, pushing away, hitting.) Is it ever okay to use an unfriendly action? (A good opportunity for a discussion on how it is okay to leave a situation if you're not feeling safe or someone is trying to hurt you.)
- Close the session by doing a friendly action "thank you" around the group (e.g., students could do "high ones" around the group, which is similar to high five with hands but use a finger, thumb, or another "one" body part to tap the person next to you).

❖ Adaptations for Participation:

Make a tape recording of the friendly action for the child with disabilities to play when it is his or her turn. Pair the student with disabilities with someone to demonstrate the friendly action together. Allow and encourage the use of real objects in the charades. As an example, for the friendly action of "suggest an activity," you could suggest having one student invite another to use the student's labeller and create captions for pictures they draw or find in magazines.

Notes for Improvement, Expansion, Enrichment:



LESSON 4: COOPERATING WITH OTHERS: Together We Can Do It

Definition Cooperation - Working together for a common goal

Objectives
I. Each child will identify the importance of cooperation.
II. Each child will participate in and evaluate two ways to work together.

Background

Many of the tasks we engage in as adults involve cooperation with others who have different abilities and interests. It is important to find ways for children to learn to work together successfully with diverse groups to prepare them for future challenges. This lesson is intended to teach children to recognize the importance of working together and the strength of group efforts despite the differing abilities in the group. This positive attitude about working together is conveyed in the following statements:

> Mia can help us by cheering when we get a base hit in the spelling bee even though she doesn't know how to spell.
> Jaime can put the tissue paper on our art project if we help with the glue.
> Jason can tell us a joke on his speech machine at our homeroom table.

Objective I: Each child will identify the importance of cooperation.

A. Introduction

☞
- Setting the Stage: Tell your class, "This is a book about a lonely fish who figures out a way to reach a goal together with some other fish. As you listen to the story, listen for two things: Try to figure out what the goal was and how the fish named Swimmy reached his goal by joining with other fish."

- Read aloud to your class the book, *Swimmy* by Leo Lionni.

B. Discussion Questions

- Why was Swimmy lonely?
- What goal did Swimmy want to reach?
- How did Swimmy reach this goal by joining together with other fish?

C. Discussion Questions

Look at the Learning Together Poster

- Can you see how some of the kids have figured out how to work together?

D. Activity: "Sticking Together" (Groups of 4)

Materials: 3 balls for each group of four
Large open area (gym, playground)

1. Divide the class into groups of four. Each group of four must carry 3 balls to a line and back. Explain the game rules before you begin.
   - Hands may not be used to carry the balls.
   - All group members must be connected (touching).

   Any violation of these two rules requires the entire group to start over from the beginning. (Model violation of rules to check for understanding.)

2. Be careful not to disclose a variety of carrying techniques. Allow groups to be creative and problem solve. Allow all groups approximately 30 seconds to decide on technique and set up.

❖ Adaptation for Participation:

Allow groups to be creative and let them figure out ways for a student with disabilities to participate.

E. Activities: "Working Together"

Note to the Teacher: The following are suggested activities that can foster cooperative work. Choose one or two of the following to do with your class.

Materials: Large, colorful paper clips
Colored paper
Glue
Scissors
Decorations
Box

1. Artwork Display Chain. Have small groups make a chain of large colorful paperclips and then have all groups attach them together so as to create a chain that reaches all across the room on which to hang affirmations or art work. Turn-taking and responding to peers are targeted skills.

2. Domino Design. Small groups could participate in creating a domino design (upright) that when everyone connects theirs, it becomes an intriguing "continuous" motion activity started perhaps by a child with disabilities who knocks the first domino over.

3. Quilting. Quilting makes a good project for cooperation that is hands on, allows for creative expression and choice-making, as well as appropriate use of scissors, glue and decorations. Could use either paper or cloth squares to construct the quilt on a large piece of butcher paper.

4. Diorama. Create a diorama made of many different materials. This can be a great project that demands cooperation and infuses math, language, and science. Each group could do a small part of the total diorama. Dioramas could be a desert landscape, a rendition of a scene from a book being read in class, a farm, a town, amusement park, etc. Switch-activated toys for each diorama could be used to include everyone. Dioramas should be made proportional to these toys.

F. Closure

Build a classroom discussion around the following questions:

- What was needed among group members in order to accomplish the goal?
- Which group(s) would like to show us how they accomplished the goal?
- Why was cooperation important?

Objective II: Each child will participate in and evaluate two ways to work: cooperation vs. competition.

A. Introduction:

- Setting the Stage: Tell the class, "This story is about two neighbors who irritate each other by making loud noises in their separate apartments. At first, they bother each other without knowing it. When they find out where the noise is coming from, they seek ways to make noises louder than the other. As you listen to the story, try to remember two things: Why did they make the loud noises and how did they resolve their problem?"
- Read aloud to your class the book, *Elephant and Crocodile* by Max Velthuijs.

B. Discussion Questions:

- Why did crocodile and elephant start to make loud noises?
- How did crocodile feel when he started learning to play his instrument?
- How did crocodile's practice make elephant feel?
- What could elephant have done when he was annoyed?
- How did elephant feel when he learned to play his own instrument?
- Was it fair for crocodile to be annoyed when elephant started playing his own instrument?
- How did crocodile and elephant learn to resolve their problem?

C. Activity: "Together We're Better"

Materials: 2 sets of sample test questions; one of each for each student (see Appendix). Note: These questions are only suggestions. Modify them as you wish for the skill level of your class.
Pen or pencil for each student
Dictionaries for each "Reference Librarian"

Note to the Teacher: To personalize the activity for your class, questions could be generated that make use of your reading books, calendars, the lunch menu, or other materials available around the classroom.

1. Give each student the first set of test questions. Tell the class,"Complete each question as best you can. No talking! You will have 5 minutes to complete the questions." The students can use reference material but they are not to help one another and they only get five minutes to answer all the questions.

2. Teacher gives the correct answers. Ask for a show of hands, "How many got all ten correct? How many got nine correct? etc. to How many got less than 5 correct?"

3. Tell the class to remember what is was like to take the test alone. Then suggest "Let's try answering questions another way now."

4. Divide the class into groups of four. Ask that these students sit together.

5. Have the students identify a recorder, a timekeeper, an encourager, and reference librarian. See descriptions below.

6. Give each individual student the second set of test questions. Give the groups 5 minutes to complete them.

Explain the following job descriptions:

Recorder:	Fills out the group's official answer sheet.
Timekeeper:	Gives a 1 minute warning and a 30 second warning before the 5 minutes are up.
Encourager:	Makes sure that each group member gets a chance to contribute an answer to each question.
Reference Librarian:	Looks up information in the dictionary or encyclopedia requested by the group.

7. After 5 minutes, give the correct answers. Ask for a show of hands, "How many got all ten correct? How many got nine correct? etc. to How many got less than 5 correct?"

❖ Adaptation for Participation:

The student with cognitive disabilities could be given a watch with a timer to be set for the warnings for the role of timekeeper. With a tape recorder and switch, a student could "read" questions aloud for the class or use a switch to show questions on an overhead projector. Alternative activities to illustrate the concept of "Together We're Better" would be making a mural (alone and with others) or writing and illustrating a story (alone and with others). These alternatives would allow the use of a lot of tactile materials.

D. Closure

Build a classroom discussion around the following questions:

- How did you feel after hearing the answers to the first set of questions?
- How did you feel when asked to raise your hand to indicate your test score?
- How did you feel after hearing the answers to the second set of questions? Why?
- Which way worked better for answering all the questions?
- Which way did you like better, working by yourself or working in a group?
- Can you think of other ways to work together at school?

Notes for Improvement, Expansion, Enrichment:

Appendices

INCLUDING

What we do, say, and think to make people feel part of the group

SELF-ESTEEM

Feeling good about yourself

COOPERATION

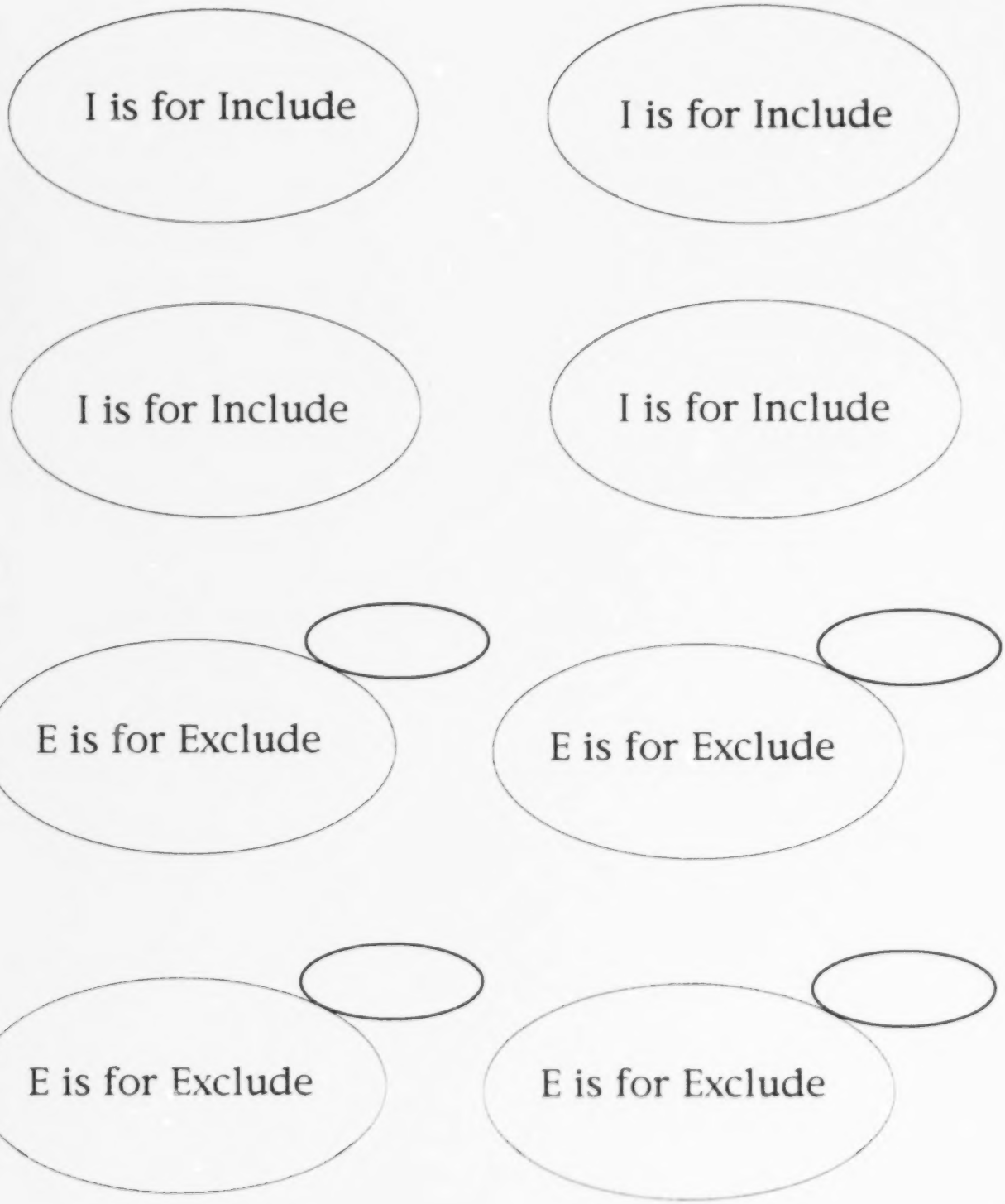
Working together for a common goal

MAKING FRIENDS

Spending time together and helping each other

LESSON 1: INCLUDING EVERYONE: We All Need to Belong

"INCLUDE/EXCLUDE BLOBS"


I is for Include
I is for Include
I is for Include
I is for Include
E is for Exclude
E is for Exclude
E is for Exclude
E is for Exclude

LESSON 1: INCLUDING EVERYONE: We All Need To Belong

"SHORT STORY SNIPPETS"

Here are some of the story snippets (or make up stories of your own):

You are a new kid in your classroom. Your family just moved from Alaska to Minnesota. This is your first day at school. When you come into the classroom, two kids come up to you, smile at you and say "Hi! My name is Anita and this is Vue. What's your name?". How would you feel if you were that new kid?

You're sitting for a story in library time. You feel kind of nervous and shy about raising your hand, but you get brave and decide to raise your hand to share an idea about the story. The teacher calls on you, you say your idea (which you think is a good one), and several kids sitting by you laugh when you talk, and say "That's a dumb answer."
How would you feel? Why?

For a whole week , you were not at school, because you were at home really sick (in fact, you were throwing up and felt terrible). When you get to school today, none of the kids seemed to remember that you were out sick. Nobody except the teacher asked "How are you feeling?" Nobody said they missed you. How might you feel? Why?

Tammy and Kiera are playing a unifix math game. You came to school late, and wheel up to them (in your wheelchair) and asked "I just got to school; what are we doing?" Kiera pretends like she doesn't hear you, and starts whispering to Tammy. Then they turn their backs on you. How might you feel? Why?

LESSON 1: INCLUDING EVERYONE: We All Need To Belong

"SHORT STORY SNIPPETS"

During recess, Mark and Ricardo are swinging on the swings and talking about the school carnival. You come up and get on another swing. Ricardo turns to you and says, "We're talking about the carnival. I saw you there with your Dad. What did you think of it?" How might you feel? Why?

You're getting ready for a movie at school. You and Tasha are sitting together, because you are buddies. You notice that Cassandra just sat down behind you. You turn to her and say "Hey there Cassandra!", smile at her, and squish over a bit so she can see the TV better. You say " Can you see the screen ok?" How might Cassandra feel? Why?

You were not at school yesterday, because your Grandma got really sick and you and your mom had to take her to the hospital. When you got to school today, Ivan wheeled up to you and said "Hey, where were you yesterday? I missed my math partner!" How might you feel? Why?

Narissa/Nathan:

1) If you are a boy, your name is Nathan. Write this on your nametag. If you are a girl, your name is Narissa. Write this on your nametag.

2) You are the excluded person. You are being left out from what the other kids are doing or saying. You talk a lot and keep on trying to get the other kids to talk with you and let you join in.

Jamika/Jason:

1) If you are a boy, your name is Jason. Write this on your nametag. If you are a girl, your name is Jamika. Write this on your nametag.

2) During the role play you are excluding Narissa/Nathan. You can look at Nathan/Narissa when s/he talks, but don't smile or look very friendly. Talk a lot with the other two kids.

Brian/Bao:

1) If you are a boy, your name is Brian. Write this on your nametag. If you are a girl, your name is Bao. Write this on your nametag.

2) During your role play you are to ignore Narissa/Nathan. Be active in the role play; however, whenever Narissa/Nathan says things or comes near you ignore him/her.

Ricard/Ramona:

1) If you are a boy, your name is Ricard, Write this on your nametag. If you are a girl, your name is Ramona. Write this on your nametag.

2) You are trying to exclude Nathan/Narissa from your talking and doing stuff together. When Nathan/Narissa says things, don't smile or look interested in what s/he says. When the other two kids say things, get really happy and excited about what they say.

Try to help everyone be a part of your group. Don't ignore each other. Listen to what each person says, and let people know that you are listening, and care about him/her. Use each others names; smile at each other as you talk. Try to have fun together.

50

Try to help everyone be a part of your group. Don't ignore each other. Listen to what each person says, and let people know that you are listening, and care about him/her. Use each others names; smile at each other as you talk. Try to have fun together.

51

Try to help everyone be a part of your group. Don't ignore each other. Listen to what each person says, and let people know that you are listening, and care about him/her. Use each others names; smile at each other as you talk. Try to have fun together.

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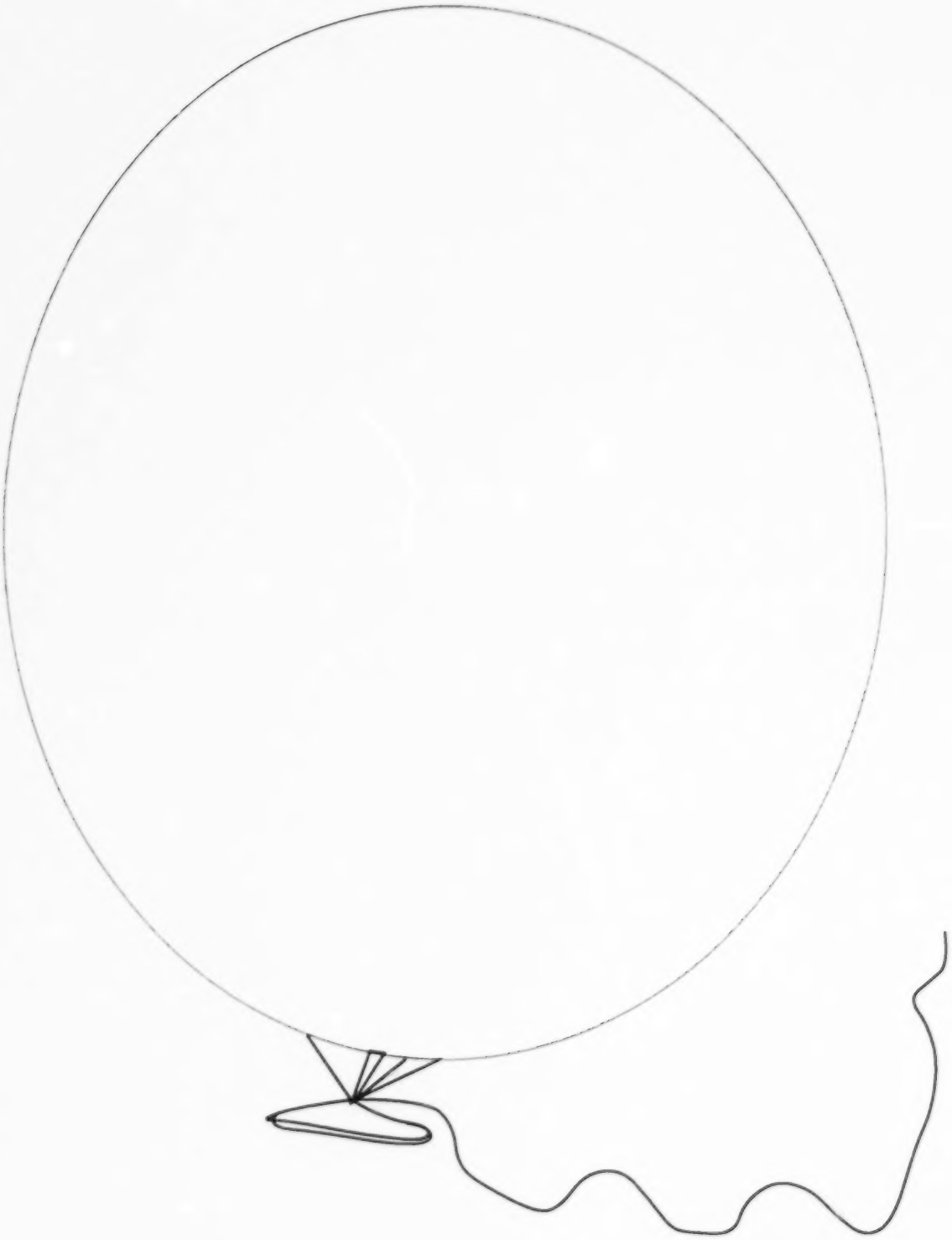
LESSON 1: INCLUDING EVERYONE: We All Need To Belong

"BALLOON PATTERN"



"I'VE GOT A SECRET" Instruction Cards

Location 1: Teacher's Desk

Instructions

1. Go to the teacher's desk.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

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3. Don't show anyone in the group these instructions.

"I'VE GOT A SECRET" Instruction Cards

Location 2: Under the Flag

Instructions

1. Stand under the flag.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

Instructions

1. Stand under the flag.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

Instructions

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2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

"I'VE GOT A SECRET" Instruction Cards

Location 3: Back of the Room

Instructions

1. Go to the back of the room.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

Instructions

1. Go to the back of the room.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

Instructions

1. Go to the back of the room.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

"I'VE GOT A SECRET" Instruction Cards

Location 4: Middle of the Classroom

Instructions

1. Go to the middle of the classroom.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

Instructions

1. Go to the middle of the classroom.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

Instructions

1. Go to the middle of the classroom.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

"I'VE GOT A SECRET" Instruction Cards

Location 5: Pencil Sharpener

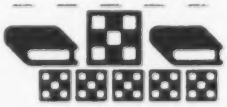
Instructions

1. Go to the pencil sharpener.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

Instructions

1. Go to the pencil sharpener.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

Instructions



1. Go to the pencil sharpener.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

"I'VE GOT A SECRET" Instruction Cards

Location 6: Globe

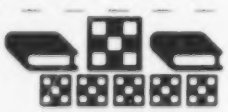
Instructions

1. Go to the globe.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

Instructions

1. Go to the globe.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

Instructions



1. Go to the globe.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

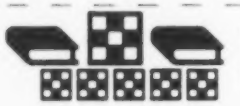
"I'VE GOT A SECRET" Instruction Cards

Location 7: Small Group or Reading Table

Instructions

1. Go to the small group or reading table.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

Instructions



1. Go to the small group or reading table.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

Instructions

1. Go to the small group or reading table.
2. Whisper loudly to the other students about your favorite thing to do at recess.
3. Don't show anyone in the group these instructions.

"I'VE GOT A SECRET" Instruction Cards

Location 8: Student's Desk

Instructions

1. Stay at your desk.
2. Watch what the other students do.
3. Do not talk.
4. Don't show anyone in the group these instructions.

Instructions

1. Stay at your desk.
2. Watch what the other students do.
3. Do not talk.
4. Don't show anyone in the group these instructions.

Instructions

1. Stay at your desk.
2. Watch what the other students do.
3. Do not talk.
4. Don't show anyone in the group these instructions.

"INVITATION"

Sincerely,

You are invited:

You are invited!

"AFFIRMATIONS"

▲▼▲▼ AFFIRMATIONS ▲▼▲▼		
I am good at helping my sister.	I get along well with other kids.	I am a good listener.
I can play a musical instrument.	I am a good friend.	I am good at keeping secrets.
I have a friendly smile.	I am good at sitting quietly when I go fishing.	I like to try new foods.
I am kind to others.	I do a good job of putting together puzzles.	I encourage my classmates to do their best.

▲▼▲▼ AFFIRMATIONS ▲▼▲▼		
I am good at helping my sister.	I get along well with other kids.	I am a good listener.
I can play a musical instrument.	I am a good friend.	I am good at keeping secrets.
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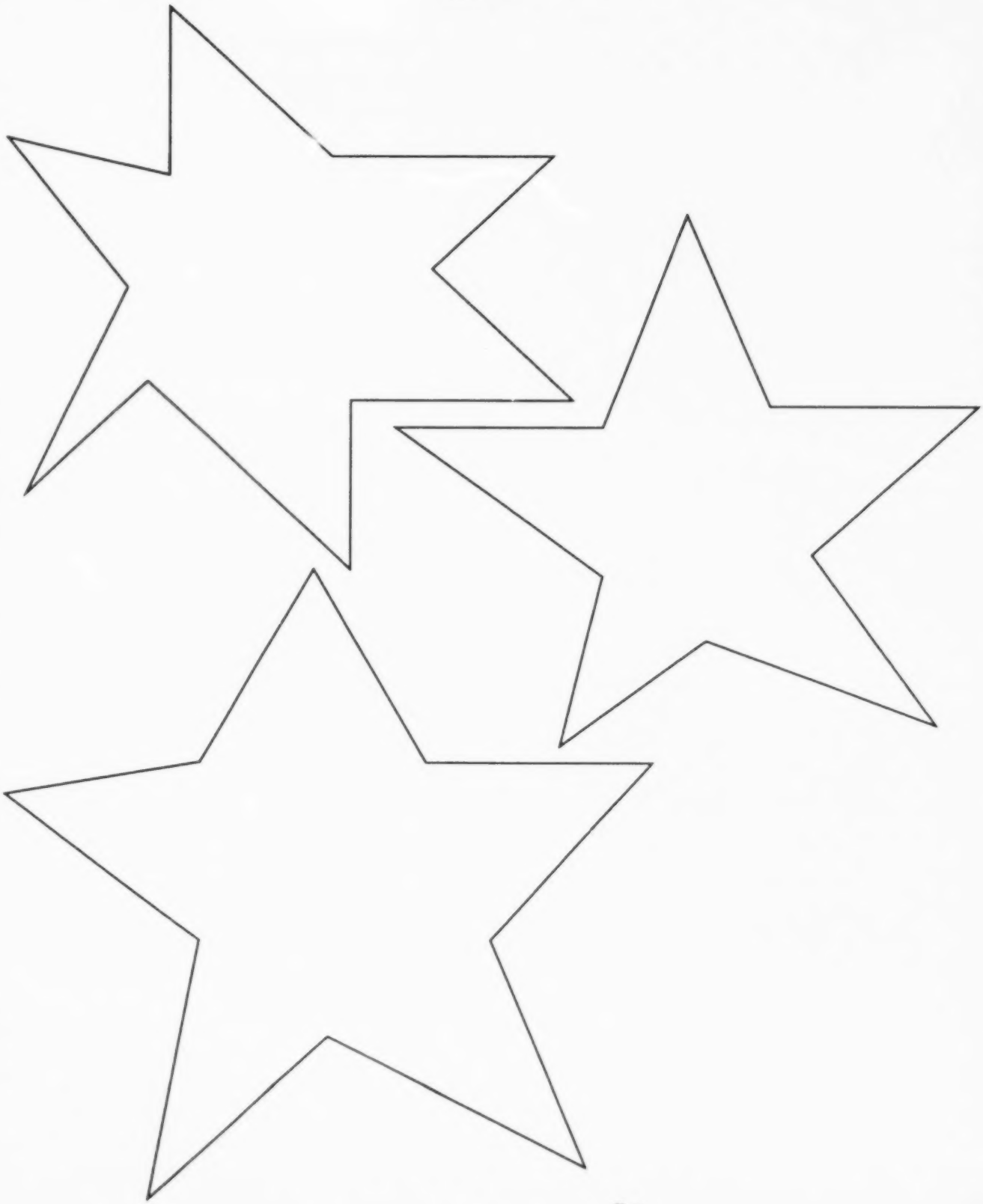
▲▼▲▼ AFFIRMATIONS ▲▼▲▼		
I am good at helping my sister.	I get along well with other kids.	I am a good listener.
I can play a musical instrument.	I am a good friend.	I am good at keeping secrets.
I have a friendly smile.	I am good at sitting quietly when I go fishing.	I like to try new foods.
I am kind to others.	I do a good job of putting together puzzles.	I encourage my classmates to do their best.

"STARS"



"FIVE TERRIFIC THINGS ABOUT ME!"

Five Terrific Things About Me!

_____

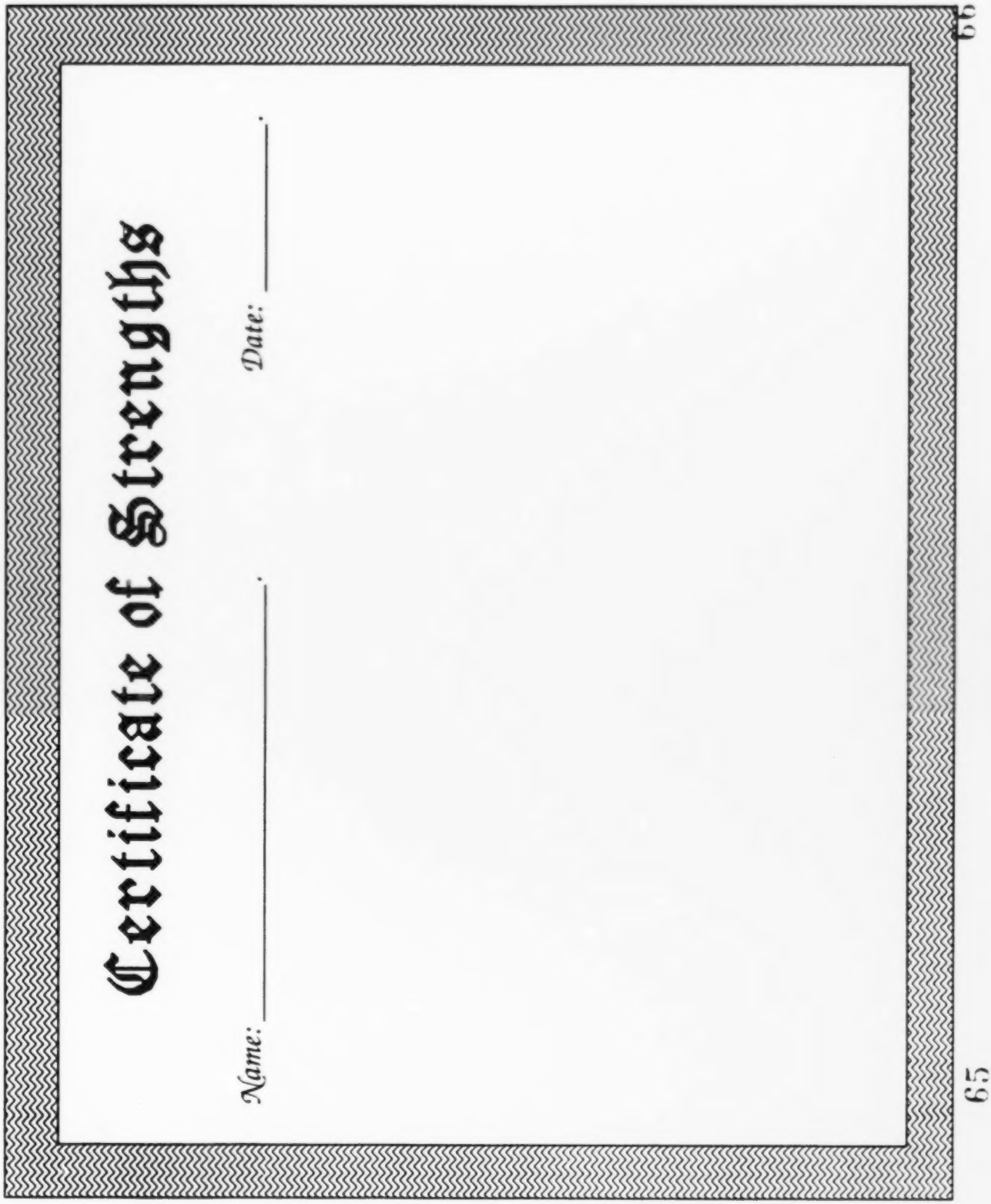
1. _____
2. _____
3. _____
4. _____
5. _____

Five Terrific Things About Me!

_____

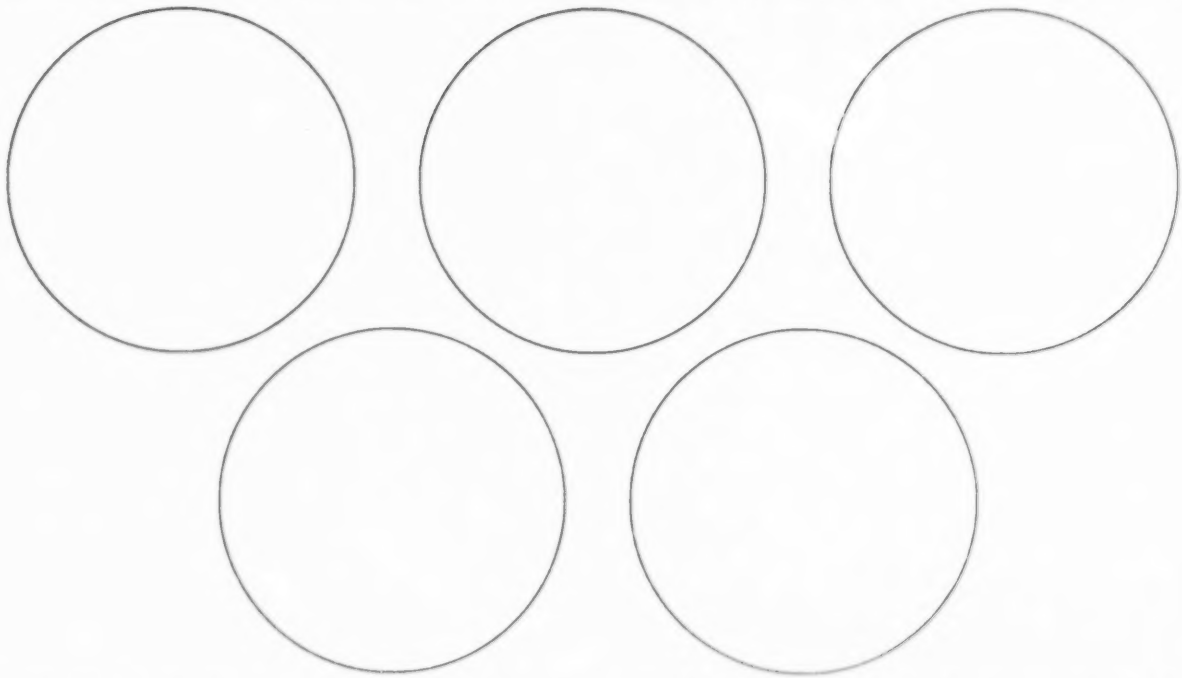
1. _____
2. _____
3. _____
4. _____
5. _____

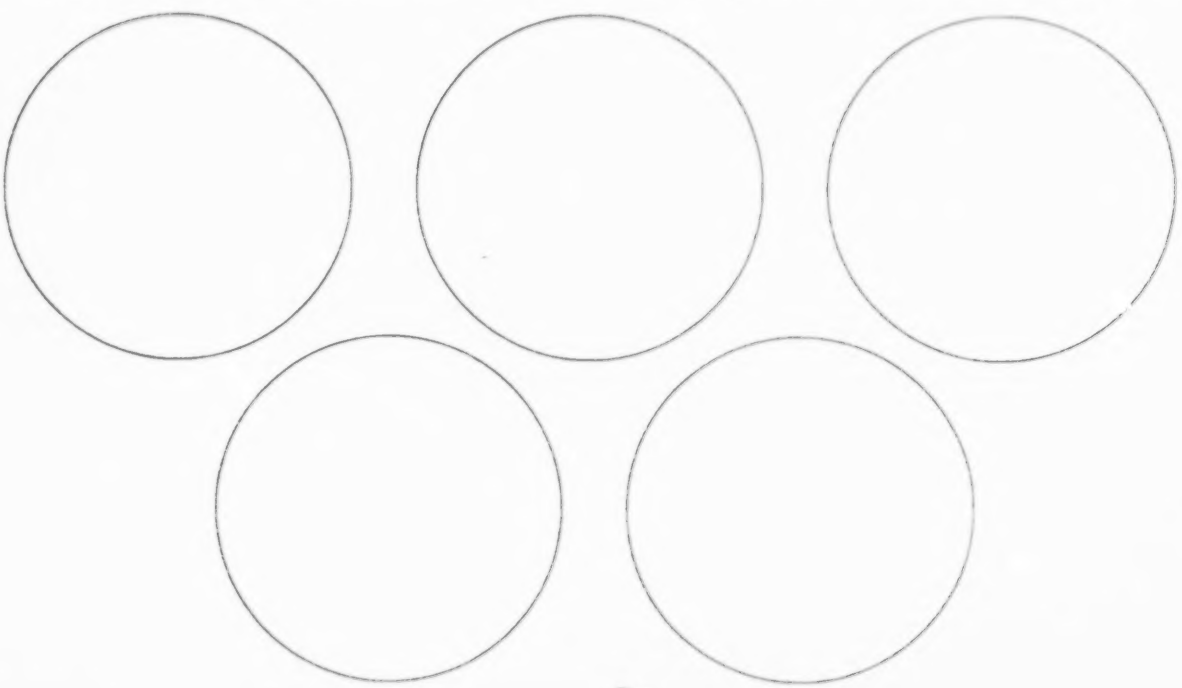
"CERTIFICATE OF STRENGTHS"



LESSON 2: LESSON 2: LIKING MYSELF: Self-Esteem Is Important

"CERTIFICATE OF STRENGTHS DOTS"





"YELLOW PAGES FOR FRIENDS"
Cover Page

Friendship

The Yellow Pages

Room:

"YELLOW PAGES FOR FRIENDS"
Entries

655 Friends F

Title of Service: _____

Service Description _____

_____

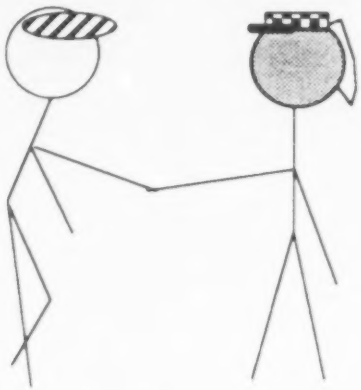
_____

_____

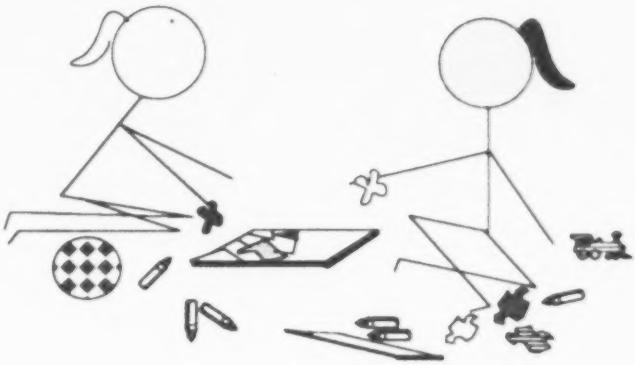
Illustration

LESSON 3: MAKING AND KEEPING FRIENDS: Everybody Needs a Friend

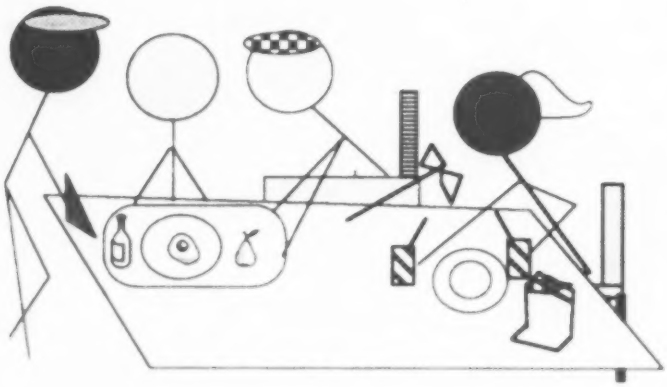
"FRIENDLY ACTION CARDS K-2"



Thank Someone



Share



Offer Help

No with words, sign or head shake.

"FRIENDLY ACTION CARDS - GRADES 2-4"

Friendly Action: Give a compliment

Your job is to give someone in the group a compliment. (Don't use the word "compliment"!)

Examples: "Cha, I like your new shirt."
"Greg, you really know how to draw."
"Linda, you are sure good in math."
"Armen, I like the way you are so friendly to everyone."

Friendly Action: Offer help

Your job is to offer help to someone in the group.

Examples: "Rick, do you need some help with your math after school?"
"Ali, can I help you deliver your newspapers?"
"Susan, do you want me to help you carry your project home?"
"Berto, can I help you with your art project?"

Friendly Action: Share something

Your job is to offer to share something with someone in the group.

Examples: "Jason, do you want to use my markers for your project?"
"Lisa, do you want to use my computer at home?"
"Joe, do you want to borrow my new Nintendo game?"
"Tashina, do you want to use one of my new stickers?"

"FRIENDLY ACTION CARDS - GRADES 2-4"

Friendly Action: Suggest an activity

Your job is to suggest an activity to do together with someone in the group.

Examples: "Jenny, do you want to study spelling words together?"
"David, do you want to play basketball at recess?"
"Alicia, do you want to come over to my house after school?"
"Bea, do you want to see my baseball cards?"

Friendly Action: Apologize to someone

Your job is to apologize to someone in the group for something that you did.

Examples: "Terri, I'm sorry I cut in front of you at lunch."
"Tony, I'm sorry I called you a liar."
"Elena, I'm sorry I yelled at you."
"Justin, I'm sorry I told the teacher on you."

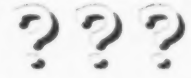
Friendly Action: Say thank you

Your job is to say thank you to someone in the group for something they did.

Examples: "John, thanks for helping me with my math."
"Chong, thank you for sticking up for me."
"Jose, thanks for saving my place in line."
"Kristin, thank you for being my friend."

"GUESSING CARDS"

GUESSING CARD



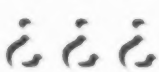
Friendly Actions:

1. Give a compliment
2. Offer help
3. Suggest an activity
4. Share something
5. Apolgize
6. Thank someone

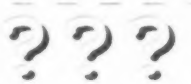
Write down the name of each student in your group. When they demonstrate their friendly action, guess which one they acted out. Write down your guess next to their name.

Example:

1. *Name of Student:* *Mary* *Friendly Action:* *6-Thank someone*
1. Name of Student: _____ Friendly Action: _____
2. Name of Student: _____ Friendly Action: _____
3. Name of Student: _____ Friendly Action: _____
4. Name of Student: _____ Friendly Action: _____
5. Name of Student: _____ Friendly Action: _____
6. Name of Student: _____ Friendly Action: _____



GUESSING CARD



Friendly Actions:

1. Give a compliment
2. Offer help
3. Suggest an activity
4. Share something
5. Apolgize
6. Thank someone

Write down the name of each student in your group. When they demonstrate their friendly action, guess which one they acted out. Write down your guess next to their name.

Example:

1. *Name of Student:* *Mary* *Friendly Action:* *6-Thank someone*
1. Name of Student: _____ Friendly Action: _____
2. Name of Student: _____ Friendly Action: _____
3. Name of Student: _____ Friendly Action: _____
4. Name of Student: _____ Friendly Action: _____
5. Name of Student: _____ Friendly Action: _____
6. Name of Student: _____ Friendly Action: _____

LESSON 4: COOPERATING WITH OTHERS: Together We Can Do It

"TEST QUESTIONS"

To the teacher: These questions are only suggestions Modify them as you wish for the skill level of your class.

Question Set #1

1. Who invented peanut butter?
2. What is 200 x 30?
3. What is the capitol of South Dakota?
4. Who's face is on the silver dollar?
5. What is a hermit?
6. What is your teacher's favorite food?
7. What is Minnesota's State Flower?
8. How many planets are in our Solar System?
9. What people lived in the Americas even before Christopher Columbus arrived?
10. What does Kristi Yamaguchi do?

Question Set #2

1. What is the date of Valentine's day?
2. What is 300 x 15?
3. What is the capitol of California?
4. What woman helped black slaves escape from the south to find freedom in the north?
5. Who was the first president of the United States?
6. What is your teacher's favorite color?
7. Who is Sally Ride?
8. What does the word rigid mean?
9. What group sang, "It's been a hard day's night?"
10. What is the fastest creature on earth?

LESSON 4: COOPERATING WITH OTHERS: Together We Can Do It

"ANSWERS"

Question Set #1

1. George Washington Carver
2. 6,000
3. Pierre
4. Susan B. Anthony, peace and women's rights activist
5. A person who lives away from others and avoids other people
6. (Add your own)
7. Ladyslipper
8. 9 (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranius, Neptune, Pluto)
9. Indian, Native Americans
10. Professional Ice Skater.

Question Set #2

1. February 14th
2. 4,500
3. Sacramento
4. Harriet Tubman
5. George Washington
6. (Add your favorite color)
7. U.S. Female Astronaut
8. inflexible, unable to compromise
9. The Beatles
10. peregrine falcon (dives at a speed of 200 miles/hour)